

Disclaimer

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Welcome and Intro

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Session Overview

- Effective collaboration and co-teaching requires purposeful scheduling, continuous feedback and meaningful professional development for teachers. This session provides participants with tools for all three which will help to create and maintain effective co-taught classrooms that meet the needs of ALL learners, including English Language Learners (ELL) and Exceptional Children (EC). Both presenters have experience co-teaching and providing EC and ELL services in the general education classroom.

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Some terminology

- EL (English Learners) – encompasses Limited English Proficiency (LEP), Fluent English Proficient (FEP), English as a Second Language (ESL) and National Origin Minority Students (NOM)
- EC – exceptional children. Students with disabilities who have an IEP and receive special education services

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Intended Audience...

- This session shares tools and strategies for co-teaching and collaboration that can benefit all learners including:
 - Exceptional Children (EC)
 - English Language Learners (ELL)
 - Students who are identified as both EC and ELL
- Today we wear both hats

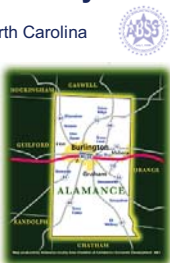


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Alamance-Burlington School System

- Located in the central Piedmont region of North Carolina
- 36 schools with nearly 23,000 students
 - 20 elementary
 - 7 middle schools
 - 6 high schools
 - 1 middle college
 - 1 career and technical center
 - 1 alternative school
 - 1 day treatment program
- Employees approximately 3,000 people
- Approximately 2800 students with disabilities
- Over 5000 ELLs in the district, over 2000 LEP (approximately 350 are identified as EC)



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Student growth and testimonials...

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Who's in the house???

- EC Directors
- General Education Teachers
- Special Education Teachers
- Lead Teachers/PS/PA
- Principals/ Aps
- Student Services
- Related Service Providers
- Central/ District Office
- University
- Others?



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Your handouts...

- ✓ Ranking & Self-assessing components of co-teaching and collaboration (02)
- ✓ Checklist for Co-teachers (03)
- ✓ Are We Really Co-teachers? (04)
- ✓ Models at a glance (05)
- ✓ Co-teaching note taking chart (05)
- ✓ How to use the co-teaching models (06)
- ✓ Lesson plan brainstorming activity & template (07)
- ✓ Scheduling guide (08)
- ✓ Co-teaching observation forms (09)



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Self-assessment & ranking activity



- Complete the ranking and self-assessment chart independently
- Share with a partner/small group
- Share with large group (optional)

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Factor	Ranking (1-10)	Self-Assessment Rating (1-10)	Thoughts...
Shared planning time on a weekly basis			
Knowing your co-teacher including their teaching philosophy, classroom management style, values, pet peeves, etc.			
Building the collaborative partnership			
Content knowledge (ELA, math, science, social studies, etc.)			
Understanding disabilities/ language acquisition needs of ELL			
Understanding/ implementing co-teaching models to meet the needs of all learners (only using one teach-one assist)			
Scheduling			
Lack of professional development			
Lack of parity (equal value in the classroom and overall learning environment including planning, teaching, behavior management, assessing, etc.)			
Differentiated instruction			

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Effective Co-teaching needs...

1. Ongoing and Differentiated Professional Development

2. Purposeful Scheduling

3. Meaningful feedback



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Co-Teaching Defined

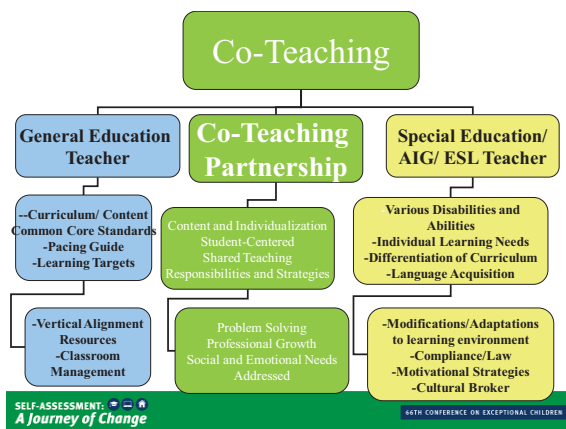


Two or more people sharing responsibility for some or all of the students in a classroom (Villa, Thousand, & Nevin, 2006).

“Co-teaching occurs when **two or more professionals** jointly deliver substantive instruction to a **diverse or blended group of students** in a **single physical space**” (Cook and Friend, 2012).

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Access to curriculum

Video



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1. Ongoing & Differentiated Professional Development



- Avoid the “*shot in the arm*” approach. Make it ongoing and meaningful
- Allow teachers time to collaborate and create lesson plans during PD offerings
- Have them set goals for the year and for the time in between current and next PD session(s)

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PD should cover...

- Building the collaborative partnership
- Models of co-teaching
- Building knowledge base and strategies for meeting the needs of students with disabilities and English learners.

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The Collaborative Partnership...

- Creating and maintaining the collaborative partnership among co-teachers is critical
- Use these tools to assist you with this...
- Checklist for co-teachers
- Are we really co-teachers?



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Co-Teaching Collaboration Considerations

Planning: sufficient planning time, preferably during the day.

Co-teaching: Co-teach in the mainstream classroom with each teacher having a substantive role.

Assessment: Teaching partners assume equal responsibility for assessment and reporting of student progress.

Reflection: Ongoing reflection and learning by teaching pairs and teams.

Continued...

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Time: Both teachers have time for planning and reflection, preferably during school day.

Space: Instructional spaces are used effectively to support collaborative instruction

Resources: Resources are dedicated to the support of collaborative practices.

Classroom Placement: Students are placed in groups with other students who have similar needs, with consideration given to maximizing ELL support services.

Professional Development: Successful collaboration requires administrators to provide for professional development opportunities for co-teachers.

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Critical Components for true Collaboration

- **Voluntary**- don't force...you must CHOOSE to collaborate
- **Parity**- each person has EQUAL power in decision making.
- **Mutual goals**- all kids have access to regular curriculum
- **Shared responsibility**- for participation and decision making
- **Shared resources**- time, availability, knowledge
- **Shared accountability**- for outcomes

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(Friend & Cook, 2007).

Co-Teaching Approaches

One teaching/one observing
 One teaching/one supporting (assisting, drifting)
 Station teaching
 Parallel teaching
 Alternative teaching
 Teaming



**Don't get locked into just one model. In one day you may use several! See "approaches at a glance" handout.

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Examples of the models...


Video



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As we discuss the Co-Teaching Models...

- Modified note taking chart
- Fill in the blanks as you we go along  'st two columns (hints in red)
- As you have "a-ha" moments about how you could use this in the classroom or for a particular lesson, complete the third column
- Refer to Using the Models chart for more ideas


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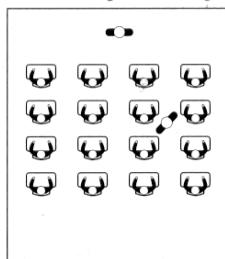
One Teach/One Support

One teaches, one supports the instructional process
(a.k.a. - assists, drifts, roves)

(Friend & Cook, 2012).

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One teaching, one assisting



One Teach/One Observe

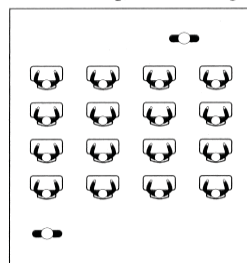
One teaches, one collects data

Meaningful only if you have a purpose and share your findings!!!

(Friend & Cook, 2012).

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One teaching, one observing



Station Teaching

Both teachers teach their own **station** with specific objectives

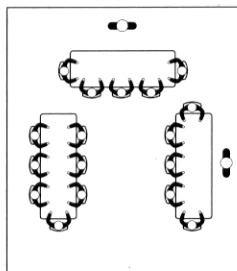
Students move from one station to another

Can have up to 3 or more stations if one or more of them are independent or student led

(Friend & Cook, 2007).

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Station teaching



Station teaching example

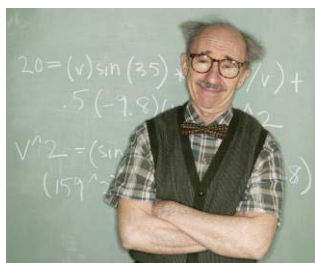
Video



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Clear expectations and reminders are a must!



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Parallel Teaching

(Friend & Cook, 2007).

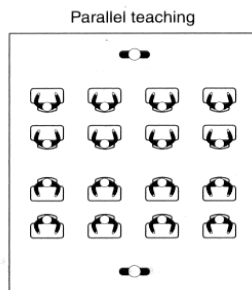
Both teachers are teaching essentially the same lesson to **half** the class

1 teacher teaches half of the class

1 teacher teaches the other half of the class

Each group is *heterogeneous*

(Friend & Cook, 2012).



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Alternative Teaching

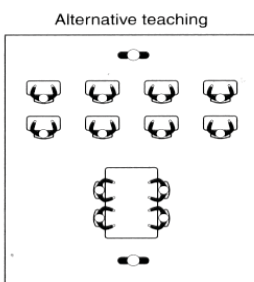
(Friend & Cook, 2007).

1 teacher teaches **large** group of students

1 teacher teaches a **small** group of students to **target** specific skills

Can be used for pre-teaching, re-teaching, assessing specific skills, accelerating, etc. based on CBM and formative assessments.

(Friend & Cook, 2012).



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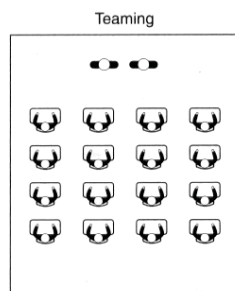
Teaming

(Friend & Cook, 2007).

Both teachers are teaching the **same** lesson **together** at the same time

Take turns leading discussion, demonstrating concepts, etc.

(Friend & Cook, 2012).



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Lesson Planning Tools...

1. Brainstorming activity
2. Lesson plan template

Both available in online handouts



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Strategies for EL

- See handout 10
- EL friendly classroom
- Modifying Assessment Language Demands for ELLs

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Turn-and-Talk

- Turn and talk to your neighbor about what PD needs you envision in your school/district
- Share ideas and strategies



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2. Scheduling Co-taught Classrooms

1. Meaningful partnerships
2. Common planning times
3. Class size and composition



See scheduling guides...

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Scheduling Co-taught Classrooms

•1. Meaningful partnerships

- Willingness to collaborate and participate in professional development
- Continue successful pairs whenever possible
- Keep EC teachers in similar content areas and/or grade levels as much as possible to build content knowledge, comfort levels, and collaborative partnerships.
- Use the same pairs (or at least the same EC teacher) when multiple sections are necessary
- Link intervention to co-taught classrooms as much as possible
 - Teachers providing reading intervention co-teach in the English/ELA classrooms. Teachers providing math interventions co-teach in the math classrooms.

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Scheduling Co-taught Classrooms

2. Common planning times

- Co-teachers should plan at least once each week for each co-taught class/section
- Macro planning time needed once per month or quarter to plan long-range. Micro planning to “fine-tune” on a weekly or daily basis
- Look at release time when unable to schedule common planning times for co-teachers

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Scheduling Co-taught Classrooms

3. Class size and composition

- Schedule EC students and sections **first** (including co-taught, resource, interventions, planning times, etc.)
- Smaller class sizes if possible
- Ratios
 - Should be enough students with disabilities in a class so that providing services is feasible, but not so many that it becomes impossible to keep the instructional pace necessary for instructional success
 - Elementary – 25%
 - Secondary – 33%
- Other students in a co-taught classroom (general education students)
 - Grouping too many students with learning and behavior issues in one class can make it difficult to impossible for teachers to maintain pace and rigor



Scheduling Self-Assessment

- Scheduling guide for EC
- Scheduling guide for EL
- Self-assessment helps identify strengths along with opportunities for growth



Think-Pair-Share

1. Which of the previous scheduling components do you think is most important and why?
2. Find a partner
3. Share out



3. Meaningful feedback...



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Co-Teaching Classroom Observation

School:

EC Teacher:

Gen Ed Teacher:

Subject/Grade:

Date:

Time:

1. Which of the following co-teaching models were observed?
One teach – one support One teach – one observe Station teaching
Parallel teaching Alternative teaching Team teaching
Comments: _____
2. Both teachers lead routines/activities
Evidence: _____ Not evident Unable to determine
Comments: _____
3. Both teachers involved in classroom management including discipline
Evidence: _____ Not evident Unable to determine
Comments: _____
4. Both teachers actively involved in instruction
Evidence: _____ Not evident Unable to determine
Comments: _____
5. Students view both teachers equally (i.e., direct questions to both teachers, follow directives from both, etc.)
Evidence: _____ Not evident Unable to determine
Comments: _____
6. Both teachers demonstrate an understanding of the curriculum (answering questions, providing corrective feedback, etc.)
Evidence: _____ Not evident Unable to determine
Comments: _____
7. Evidence of collaborative planning
Evidence: _____ Not evident Unable to determine
Comments: _____
8. When one teacher is leading instruction, how is the other supporting?
Evidence: _____ Not evident Unable to determine
Comments: _____
9. Instructional intensity is greater than would be possible with only one teacher present.
Evidence: _____ Not evident Unable to determine
Comments: _____
10. What is the learning target?
Comments: _____
11. Additional comments: _____

ESL Observation form

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How to use this form...

- Can supplement a formal observation
- Use as a “walk-through” observation
 - Complete as you spend 3-10 minutes in the classroom, or longer
 - Compile a minimum of 10 forms
 - Look for trends
 - Provide specific feedback to teachers

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Look for trends...

- Are you seeing the same Co-teaching approach used most of the time (one teaching, one assisting, etc.)?
 - This may be viewed differently if the same model being used is teaming or station teaching as opposed to one teaching, one assisting!
- Is one teacher doing all of the teaching and talking?
- Are the same students being stigmatized and denied access to the curriculum?
- Do students respond differently to each teacher?
 - Redirectives, requests, proximity control, etc.

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Provide meaningful feedback to teachers

- Create form in tri-copy format to provide immediate feedback to teachers
- Meet with teachers and share your observations
- Use to guide meaningful and reflective discussions with teachers to foster transformation of practice

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Turn-and-Talk

- Turn and talk to your neighbor about the importance of providing meaningful feedback to teachers
- How might you use this form in your schools/district?
- What changes would you make to the form?
- Share ideas and strategies



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Wrap-up and feedback

Please complete the feedback form!

Questions or just want to share a success?!?

Email us...we would love to hear from you!

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Co-Teaching Self-Assessment for EC/ ELL

Rank the importance of these factors to effective co-teaching and collaboration (1 = most important and 10 = least important). Then, self-assess how you (or your program) performs with regards to each factor (1=excellent/consistently; 10=poor/not at all)

Factor	Ranking (1-10)	Self-Assessment Rating (1-10)	Thoughts...
Shared planning time on a weekly basis			
Knowing your co-teacher including their teaching philosophy, classroom management style, values, pet peeves, etc.			
Building the collaborative partnership			
Content knowledge (ELA, math, science, social studies, etc.)			
Understanding disabilities/ language acquisition needs of ELL.			
Understanding/ implementing co-teaching models to meet the needs of all learners (only using one teach-one assist)			
Scheduling			
Lack of professional development			
Lack of parity (equal value in the classroom and overall learning environment including planning, teaching, behavior management, assessing, etc.)			
Differentiated instruction			

Checklist for Co-Teachers

Discuss the following classroom components. Ideas below are not necessarily RIGHT or WRONG...just intended to spark discussion!!! Which idea best describes your style? If you and your co-teacher disagree, how can you make it work? Be honest, flexible and HAVE FUN!!!

PARITY and Building a Relationship

- ✓ **How do we show equal value (parity) in the classroom?**
 - Both standing up front teaching for at least part of the class
 - Both calling parents and managing classroom behavior
 - Both names on door and notes going home
 - Are you comfortable with letting someone take responsibility for teaching something you went to school to do
- ✓ **Co-teaching relations and comfort levels....**
 - Are interruptions and interjections (from each other) okay as you are both up front instructing the class?
 - During one teaching one drifting/assisting should the *drifter* be talking to students one-on-one while the other is teaching? How much, how long, how loudly?
- ✓ **How important is it for both teachers to be in class EVERY day for the ENTIRE class?**
- ✓ **What are your strengths and weaknesses?**
- ✓ **What are your PET PEEVES?!? Be honest!!!**
- ✓ **3 things to keep in mind when working with you!!!**

CLASSROOM MANAGEMENT

- ✓ **Structure in the Classroom**
 - Do you need structure and same routine each day?
 - Every day is different depending on how you feel or the lesson
 - 50/50 – some activities very structured, some are not
 - Transitions from one activity to the next...how should they work?
- ✓ **How much talking should there be among students?**
 - during warm-up
 - During instruction
 - group work
 - independent seat work
 - any time is fine
 - NEVER
- ✓ **How much movement should there be during class?**
 - Sharpening pencils, throwing away items, getting tissues, restroom, going to locker, etc.
 - Only at beginning or end of class (or other designated time)
 - Only after raising hand for permission
 - NEVER!

✓ **What does paying attention look like to you?**

- Facing the front, eye contact, eyes following speaker
- Feet on floor & Bottom on seat
- Head up, sitting up
- As long as they are making the grade and answering questions they can put their head down or stare into space

✓ **Discipline**

- Who does it? Regular Ed., Special Ed. Both...?
- How do you find a common ground for expectations?
- How will you mediate when you disagree on how to handle a certain situation?
- When do you intervene if the other teacher is handling a discipline issue...or do you?!?
- Who calls parents regarding behavior and/or academic concerns?
- Put it on the table! Are you a hard-core disciplinarian or more laid back?

Instruction and Student Assignments

✓ **Planning**

- Fly by the seat of your pants
- Plan for the year
- Plan on Friday's for next week
- Plan a week at a time, but could change quite a bit once you are actually teaching the lesson.
- Am I ready to try new ideas and trust another teacher in a project, planning, delivering instruction, etc.?

✓ **Who does the grading?**

- Both of you - share the job, reasonably
- Take turns
- Share what papers are graded to gain perspective
- Be prepared to discuss alternative grading strategies for some students

✓ **Tests and Quizzes- How does a student show mastery of an objective?**

- Exact wording that you give them
- Verbal v/s written assessments
- Alternative ways to assess student knowledge

✓ **Modified Grading and Assignments – which matches your philosophy?**

- Should this even exist? (in your opinion...we know it is the law!)
- Some modifying, but every child should meet the same standard to pass
- No grades below 60
- If child masters the overall objective the same measure does not have to be used for every child
- If modified grading is on IEP, can student receive a failing grade?!?
- For test modifications should the Special Ed. Teacher always take students out for read aloud, separate setting, etc?
- Do only EC students get modifications and accommodations?

Self- Assessment: “Are We Really Co-Teachers?”

Check “Yes” or “No” for each of the following to determine your Collaborative/Co-Teaching Score.
It is okay if you do not check “yes” for every item! Use this tool to identify strengths in
your co-teaching partnership along with opportunities for growth.

Yes	No	In our Collaborative/Co-Teaching Partnership...
		1. We decide which Collaborative/Co-Teaching model we are going to use in a lesson based on the benefits to the students and co-teachers.
		2. We share ideas, information, and materials.
		3. We identify the resources and talents of the co-teachers.
		4. We teach different groups of students at the same time.
		5. We are aware of what our co-teachers are doing even when we are not directly in one another’s presence.
		6. We share responsibility for deciding what to teach.
		7. We agree on the curriculum standards that will be addressed in a lesson.
		8. We share responsibility for deciding how to teach.
		9. We share responsibility for deciding who teaches which part of a lesson.
		10. We are flexible and make changes as needed during a lesson.
		11. We identify student strengths and needs.
		12. We share responsibility for differentiating instruction.
		13. We include other people when their expertise or experience is needed.
		14. We share responsibility for how student learning is assessed.
		15. We can show that students are learning when we collaborate/co-teach.
		16. We agree on discipline procedures and are both responsible for their implementation.
		17. We give feedback to one another on what goes on in the classroom.
		18. We make improvements in our lessons based on what happens in the classroom.
		19. We communicate our concerns freely.
		20. We have a process for resolving our disagreements when faced with problems and conflicts.
		21. We celebrate the process of collaboration/co-teaching and the outcomes and successes.
		22. We have fun with the students and with each other when we collaborate/co- teach.
		23. We have regularly scheduled times to meet and discuss our work.
		24. We use our meeting time productively.
		25. We both work with all learners regardless of their disability/ labels.
		26. We explain the benefits of collaboration/co-teaching to the students and their families.
		27. We model collaboration and teamwork for our students.
		28. We are both viewed by our students as their teacher.
		29. We include students in the collaboration/co-teaching role.
		30. We depend on one another to follow through on tasks and responsibilities.
		31. We seek & enjoy additional professional development opportunities to improve our collaboration/co-teaching.
		32. We are mentors to others who want to collaborate/co-teach more effectively.
		33. We use a variety of collaborative/co-teaching approaches (parallel, stations, alternative and teaming) and do not rely solely on one teach/ one support.
		34. We communicate our need for logistical support & resources to our administrators.
		Total

Adapted & modified from *A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning*, by Richard A. Villa, Jacqueline S. Thousand, and Ann I. Nevin. Thousand Oaks, CA: Corwin Press, 2004

Co-teaching Model	Description	How I can use this in my classroom...
One _____ / One _____	One t_____, one s_____ the instructional process	
One _____ / One _____	One t_____, one collects d_____	
S_____ Teaching	B_____ teachers teach their own s_____ with specific objectives	
P_____ Teaching	B_____ teachers teach same lesson to h_____ the class	
A_____ Teaching	One teaches l_____ group, one teaches s_____ group to t_____ specific skills	
T_____ Teaching	B_____ teachers teaching the s_____ lesson t_____ at the same time with the whole class	

Co-Teaching Approaches *At a Glance*

One Teach, One Observe One teacher instructs, one observes a student or small group to record data on specific behaviors. Requires little joint planning. Could lead to EC/AIG/ESL teacher being more of an assistant if the observer role is not traded back and forth. If observer role is exchanged it allows regular and general education teachers insight regarding classroom dynamics. Co-teachers can discuss information provided from observations and use it to plan instruction and behavior management

One Teach, One Support Also known as one teaching/one drifting. One teaches, the other constantly moves about room monitoring behaviors and helping others stay engaged. Requires little joint planning. Works well with Para educators and certified teachers who do not feel comfortable leading instruction. Should not be the only method used by two certified co-teachers (roles should be interchanged). Can be distracting to some students or encourage dependent learners.

Station Teaching Much like learning centers. Students move from one station to another using preset time/schedule. Could have 3 or more stations if using independent work station(s). Requires joint planning and shared responsibility for delivering instruction. Lowers student-teacher ratio. Most common problems occur with transition and noise levels-must monitor and adjust!

Parallel Teaching Essentially the same lesson is taught to half the class. Reduces teacher-student ratio. Both groups have regular and special ed. Students. Great for re-teaching, reviewing for tests, projects, cooperative learning activities, etc. Should not be for initial instruction unless both teachers are proficient in the concept being taught. Requires joint planning and shared responsibility for instruction

Alternative Teaching One co-teacher takes a small group to teach something different from what large group will be taught. Great for pre-teaching, re-teaching, assessing specific skills, IEP goals, vocabulary and language acquisition, etc. Be careful not to stigmatize certain students or keep them from accessing regular curriculum. Providing “help-station” for all students may help to alleviate the stigma. Both teachers should take responsibility for small group at various points throughout the year. Requires joint planning and shared responsibility for instruction

Team Teaching (Teaming) Both teachers are teaching and planning for instruction. Take turns leading discussion, demonstrating concepts, etc. Requires the most joint planning, commitment, compatibility, comfort level, and mutual trust. When planning assign specific parts of the lesson. Constantly reflect together and check to see if the other teacher is satisfied with what is happening in the classroom

Using the Co-Teaching Models

Choose models that best teach the learning targets and meet individual student needs. Several may be used during one class period.

Models & Descriptions	When/ How to Use	Advantages & Considerations
One Teach/ One Support One teaches, one supports the instructional process	-Delivery by one person would be most effective -Only one teacher has expertise in the subject -New teaching situations -New lesson/new process -You need to assess if students are following along with the lecture, reading material etc. **Caution – only using this model does not maximize the potential of both co-teachers and will have a similar impact as only using teacher to whole group instruction	-Requires little joint planning and often becomes the sole approach when planning time is scarce -Gives a role to teacher if he/she does not feel competent with the instructional lesson for that particular day -General Education Teacher most often takes the lead role and the special education teacher becomes an “assistant” -Assisting teacher can become a distraction -Risk of students becoming dependent learners
One Teach/ One Observe One teaches, one collects data	-You have questions/concerns about a student -You need to check a student’s progress Examples: 1. Who initiates conversation in group work? 2. Time on task or time it takes for a student to initiate a task 3. Collecting data for FBA/BIPs 4. What does a student do when he/she is confused?	- Requires little joint planning -Meaningful only if you have a purpose and share your findings!!! -If observer role is exchanged it allows both teachers the opportunity to see what is really going on regarding classroom dynamics
Station Teaching -Both teachers teach their own station with specific objectives	Examples: 1. <u>Language Arts</u> : (a) narrative writing, (b) analyzing author’s purpose, and (c) grammar exercise 2. <u>Social Studies (Africa)</u> : (a) economy, (b) culture, (c) creation of a regional map 3. <u>Math</u> : (a) mean, (b) median (c) mode 4. <u>Science (Solar System)</u> : (a) physical features, (b) technology, (c) order and identify planets 5. <u>Novel/ reading</u> : (a)Reviewing story elements of character and plot (b)Comprehension activities (c)Students work in pairs to edit writing assignments 6. <u>High school civics class</u> : (a)Use text to review structure of American gov’t. (b) Discussion of upcoming (or past) local election (c) Independent work on report/ campaign poster of local senators and state representatives	-Students move from one station to another -Groups should be heterogeneous. -Can create stations for addressing IEP goals while other stations review a past learning target/ standard. -Good opportunity to group students based on assessment data for re-teaching, extending, etc. -Separate responsibilities (can plan particular station on your own once you agree on an overall plan together) -Both teachers are active and equal -Low student-teacher ratio (can provide small group instruction in a regular classroom setting) -Can have up 3 or more stations if one or more of them are independent or student led -Most common problems occur with transition and noise levels-must monitor and adjust!

Models & Descriptions	When/ How to Use	Advantages & Considerations
Parallel Teaching Both teachers are teaching essentially the same lesson to half the class	-To lower the adult-student ratio -Re-teach and review Examples: 1. <u>Language Arts</u> : Writing sharing, point of view; bias (each teacher can teach a different point of view or bias) 2. <u>Science</u> : How human activities affect earth (one teacher does positive and one teacher does negative) 3. <u>Math</u> : One group uses manipulatives, one does not	-Both teachers need to have an understanding of the learning target/ standard -Provides an opportunity to modify the instruction for one group without modifying the standard (Group A uses a lower level text. Group B uses a grade level text. Both groups are using same learning target/standard) -Does require joint planning
Alternative Teaching 1 teacher teaches large group of students while 1 teaches a small group to target specific skills	-Can be used for pre-teaching, re-teaching, assessing specific skills, accelerating, etc. based on CBM (curriculum based measurement) and formative assessments. -Opportunity to address specific skills & IEP goals -Provide “help-station” to all students to alleviate stigma -After a unit assessment, reteach students who were not proficient while the larger group reviews a previously taught concept for extending and refining	-Students have opportunity for more small group/1:1 interaction with teachers -Be careful not to stigmatize certain students or keep them from accessing regular curriculum -Both teachers take responsibility for small group at various points throughout the year -Requires joint planning & shared responsibility for instruction. Once groupings are determined teachers can plan group activities independently if needed.
Teaming Both teachers are teaching the same lesson together at the same time	Examples: 1. <u>Language Arts</u> : Modeling note-taking, think aloud for analyzing literature 2. <u>Math</u> : One model w/ numbers, one model w/manipulatives 3. <u>Social Studies (Longitude/Latitude)</u> : One teacher “is” longitude and one teacher “is” latitude 4. <u>Science</u> : One teacher demonstrates an experiment while the other teacher discusses the experiment General ways to use teaming: -Each teacher takes a side in an issue to be debated in class (simulate conflict) -Each teacher takes the role of a character in reading a literary work -Model appropriate questioning and/or summarizing -Both circulate room while students work on projects or in cooperative learning groups	-Requires a high level of planning Works best when: -Complimentary teachers & high comfort levels -Teachers need to demonstrate interaction for students Easing into teaming: -Housekeeping(Attendance, announcements, take up homework, etc.) -Warm-up -Go over homework -End of class wrap-up and review -Start with alternative, station, and parallel teaching. This allows you time to build the Co-Teaching partnership before moving into Teaming.

Co-Taught Lesson Plan Brainstorming Sheet

1. Choose an upcoming lesson or unit. List the learning target(s).

2. Which model would most enhance your lesson plan and help meet the needs of all learners?
 - a. Alternative
 - b. Parallel
 - c. Station
 - d. Teaming

3. Create a draft of your lesson plan. Include specifics of what each group will be doing. Use template on back if needed.

Co-Teaching Lesson Plan Template

Teacher 1: _____ Teacher 2: _____

Class: _____ Date: _____

Lesson Component/Activity	Time	Teacher 1 Role	Teacher 2 Role
Learning Targets: Unit link: IEP/ELL goals addressed:			
Materials Needed:			
Activator/warm-up & Accessing Prior Knowledge:			
Teacher Input:			
Student Active Participation:			
Indicator of Student Success:			
Plan for those who need adaptations/ differentiation (include individual student needs)			
Areas that need re-teaching and additional practice based on above indicators			

Scheduling Co-Taught Classrooms

1. Meaningful partnerships

- a. Willingness to collaborate and participate in professional development
- b. Continue successful pairs whenever possible
- c. Keep EC teachers in similar content areas and/or grade levels as much as possible to build content knowledge, comfort levels, and collaborative partnerships.
- d. Use the same pairs (or at least the same EC teacher) when multiple sections are necessary
- e. Link intervention to co-taught classrooms as much as possible
 - i. Teachers providing reading intervention co-teach in the English/ELA classrooms.
 - Teachers providing math interventions co-teach in the math classrooms.

2. Common planning times

- a. Co-teachers should plan at least once each week for each co-taught class/section
- b. Macro planning time needed once per month or quarter to plan long-range
- c. Look at release time when unable to schedule common planning times for co-teachers

3. Class size and composition

- a. Schedule EC students and sections **first** (including co-taught, resource, interventions, planning times, etc.)
- b. Smaller class sizes if possible
- c. Ratios¹
 - i. Should be enough students with disabilities in a class so that providing services is feasible, but not so many that it becomes impossible to keep the instructional pace necessary for instructional success
 - ii. Elementary – 25%
 - iii. Secondary – 33%
- d. Other students in a co-taught classroom (general education students)
 - i. Grouping too many students with learning and behavior issues in one class can make it difficult to impossible for teachers to maintain pace and rigor

¹ Information about ratios taken from *Co-Teach: A Handbook for Creating and Sustaining Effective Classroom Partnerships in Inclusive Schools* by Marilyn Friend (2008). www.coteach.com



Co-Teaching Best Practices Observation Form

Observer:
ESL Teacher:
Regular Education Teacher:

Date:
Grade:
Total # of Students:

School:
Time of Visit:
of LEPs at each ESL Level: Comprehensive _____
Supportive _____
Transitional _____

Co-teaching Model			
<input type="checkbox"/> One Teach, One Observe <input type="checkbox"/> One Teach, One Assist <input type="checkbox"/> Station Teaching	<input type="checkbox"/> Parallel Teaching <input type="checkbox"/> Alternative Teaching <input type="checkbox"/> Team Teaching (Teaming)		
Evidence Observed			
	Lesson plan is visible and readily available with evidence of co-planning and co-teaching		Evidence of collaborative creation and grading of assessments
	Content objectives clearly defined, displayed and reviewed with students		Evidence of sharing non-instructional tasks (attendance, collecting homework, handing out materials, making parent contacts, addressing administration about specific student concerns, etc.)
	Language objectives used to support content objectives (
	Use of supplementary materials (visuals, manipulatives, realia, charts, graphs, L1 support, etc.)		Both teachers deliver instruction or lead class routine/activities at some point during the observation
	Content is scaffolded and comprehensible for all students (modeling, gestures, hands-on activities, body language, demonstration, etc.)		Students view/respond to both teachers in a similar way
	Differentiation (instructional, assignments and assessments, proficiency levels, and/or EC/ESL student groups, etc.)		Both teachers manage classroom including discipline
			Communication, flexibility, and teamwork between teachers is evident throughout lesson
	Text Rich Classroom (POSTED: word walls, anchor charts, concept maps, word webs, etc.)		Classroom environment/resources promotes a co-teaching environment (both names on door, both names on documents going home, collaborative assessments, inclusive language, etc.)
	Both teachers are knowledgeable of content and language needs of students		
Planning Practices			
When do you co-plan/collaborate for daily lessons? Are these plans connected to student outcomes?			
How do you decide which co-teaching model you are going to use for each lesson?			
Who is responsible for deciding how to teach?			
What do you view as your co-teachers strengths?			
How do you amicably resolve differences of opinion teaching style, expectations, skills/knowledge, time, etc.?			

*This is designed to be supportive and non-evaluative and only indicates what is seen at the time of observation. It does not indicate quality. **Legend: O- Observed, N/O- Not Observed, NA-Not Applicable**

Created by ABSS ESL Department 2015

Co-Teaching Best Practices Observation Form

Observer:

ESL Teacher:

Regular Education Teacher:

Date:

Grade:

Total # of Students:

School:

Time of Visit:

of LEPs at each ESL Level: Comprehensive _____
Supportive _____
Transitional _____

Coaching Feedback:

(Considerations/Best Practices/Questions for Reflection/Think About)

- How would today's lesson have been different if you had used another co-teaching model?
- What structures are in place for students who were absent and/or re-teaching/corrective instruction?
- How do you reflect and communicate about a particular day's lesson?
- What are areas that would strengthen and improve this co-teaching partnership?

How can we better support you with this co-teaching partnership?

Teacher Self-Reflection on Specific Feedback Above:

*This is designed to be supportive and non-evaluative and only indicates what is seen at the time of observation. It does not indicate quality. **Legend: O- Observed, N/O- Not Observed, NA-Not Applicable**

Created by ABSS ESL Department 2015

Co-Teaching Classroom Observation

School:

EC Teacher:

Gen Ed Teacher:

Subject/Grade:

Date:

Time:

1. Which of the following co-teaching models were observed?

One teach – one support

One teach – one observe

Station teaching

Parallel teaching

Alternative teaching

Team teaching

Comments:

2. Both teachers lead routines/activities

Evident

Not evident

Unable to determine

Comments:

3. Both teachers involved in classroom management including discipline

Evident

Not evident

Unable to determine

Comments:

4. Both teachers actively involved in instruction

Evident

Not evident

Unable to determine

Comments:

5. Students view both teachers equally (*i.e.*, direct questions to both teachers, follow directives from both, etc.)

Evident

Not evident

Unable to determine

Comments:

6. Both teachers demonstrate an understanding of the curriculum (answering questions, providing corrective feedback, etc.)

Evident

Not evident

Unable to determine

Comments:

7. Evidence of collaborative planning

Evident

Not evident

Unable to determine

Comments:

8. When one teacher is leading instruction, how is the other supporting?

9. Instructional intensity is greater than would be possible with only one teacher present.

Evident

Not evident

Unable to determine

Comments:

10. What is the learning target?

11. Additional comments:

An EL Friendly Classroom



-interesting, supportive, language-rich learning environment with low stress
-concrete activities that focus on here and now, with visuals, hands-on, demonstrations, and nonverbal clues about the topics being learned
-focus on the key vocabulary first and extend and build language from there, students will understand more than they can communicate
-connect what they already know in first language (similar words or similar learned experiences) to new information by building and activating prior knowledge for a new topic.
-adjust teacher language by speaking more clearly, with simplified speech, and shorter sentences; also repeat and rephrase as much as possible and change intonations to stress important information
-utilize a lot of cooperative activities that are task-based (small groups, partners, jigsaws) to promote interaction for ELLs, lower level students can have a language buddy with the same L1, whereas intermediate and advanced ELLs can interact with native speakers
-focus on teaching content, but integrate and address some language errors if they are impeding their understanding or if errors are persistent in their writing
-allow ELLs to make spoken errors without drawing attention to them in front of class, also rephrase, extend and elaborate on their language as a native speaking model –most of these errors are developmental and/or influenced by L1
-challenge the student with activities, assignments, and assessments that are just beyond their current level of understanding-this content may have to be modified and differentiated in order for the student to complete the task at their current L2 developmental level
-reduce the amount of teacher talk and lecturing as this will lead to difficulties in comprehending the content-match your speaking with pictures, graphic organizers, realia, experiments, videos, nonverbal gestures, etc. for the input to be understood better

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Modifying Assessment Language Demands for ELLs

1. Use clear vocabulary

- Use language of instruction
- Teach synonyms

2. Simplify sentence structure

- Reduce sentence length

The party is going to be held on Friday vs The party is Friday.

- Use present tense

On Friday the boy will be 10 vs The boy is 10 on Friday.

- Give precise directions

3. Reduce language

- Limit number of items and foils
- Lessen gaps in required knowledge
- Cut into smaller chunks
- Accept receptive knowledge
- Add picture/visuals
- Reduce steps
- Reduce unknowns/irrelevant data

4. Scaffold

- Tap prior knowledge
- Allow an oral, pictorial, or physical response
- Guide use of resources
 - Word bank
 - Highlighted words/sentences starters/steps
 - Page numbers
 - Translation dictionary

Adapted from NC SIOP Model

Supports for ELLs
Sensory, Graphic, and Interactive

Sensory Supports	Graphic Supports	Interactive Supports
<ul style="list-style-type: none">• Real-life objects (realia)• Manipulatives• Pictures & Photographs• Illustrations/diagrams/drawings• Magazines & newspapers• Physical activities• Videos & Films• Broadcasts• Models & figures	<ul style="list-style-type: none">• Charts• Graphic Organizers• Tables• Graphs• Timelines• Number Lines	<ul style="list-style-type: none">• In pairs or partners• In triads or small groups• In a whole group• Using cooperative group structures• With the Internet (websites) or software programs• In the native language (L1)• With mentors